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ABSTRACT

This status report is the third in a series of annual self-assessments Jefferson College (Missouri) has done in response to the 13 core indicators proposed by the American Association of Community Colleges as those identifying institutional effectiveness. This report explores 7 college missions, which are further subdivided into 13 core indicators. Mission 1, Student Progress, details Student Goal Attainment; Persistence (fall to fall); and Degree Completion Rates. Mission 2, Career Preparation, involves Placement Rate in the Work Force; and Employer Assessment of Students. Mission 3, Transfer Preparation, involves Number and Rate Who Transfer; and Performance After Transfer. Mission 4, Developmental Education, focuses on Success in Subsequent Related Coursework. Mission 5, General Education, includes Demonstration of Critical Literacy Skills; and Demonstration of Citizenship Skills. Mission 6, Customized Education, reviews Client Assessment of Programs and Services. Mission 7, Community Development, looks at Responsiveness to Community Needs; and Participation Rate in Service Area. The findings from this assessment provide a basis for planning activities, making institutional policy decisions, and maintaining public accountability. (VWC)

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ED 433 862

*Jefferson College*
*Status Report*

# *Core Indicators of Effectiveness*

**May, 1998**

*As recommended by*
*The American Association*
*of Community Colleges*

Ref. 980501

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**Jefferson College Status Report on**
**The American Association of Community Colleges'**
***Core Indicators of Effectiveness***

May, 1998

**Introduction**

In 1994, the Community College Roundtable, a special purpose group of the American Association of Community Colleges, generated a report that identified "core" indicators of institutional effectiveness for community colleges. The purpose for identifying these indicators, or performance measures, was to provide a commonality for assessing effectiveness across institutions and to provide policy-makers with a basis for making program improvements and meeting external needs.

Jefferson College is committed to the pursuit of quality in education and the continual pursuit of educational excellence as befits a premier community college. Since the publication of the *Core Indicators* report, Jefferson College has voluntarily assessed its performance in relation to the thirteen proposed core indicators. The findings from this assessment are shared both with faculty and staff as a basis for planning activities and with the Board of Trustees as a basis for institutional policy decisions and public accountability. This status report is the third in a series of annual self-assessments.

Two caveats are offered to readers of this report. First, in many cases, the specificity of the proposed core indicator measure cannot be attained. Nevertheless, every effort is made to report findings that are as close to the intent of the proposed measure as possible so that at least a partial basis for comparison can be made. Secondly, the ability to obtain complete, accurate data from a variety of sources improves each year. As this occurs, previously reported data are replaced if they are later found to have been inaccurate or incomplete. Consequently, the reader should be aware that the data reported in these annual update reports are as accurate and complete as the data permit at the time the report was formulated.

**Mission I: Student Progress**

**Core Indicator 1: Student Goal Attainment**

**MEASURE**: *The proportion of students who on leaving a community college report that their original goal in attending (or subsequent goal decided while enrolled) has been met.*

**Status of Institutional Compliance:**

Student goal attainment is a complex measure. There are four general categories, and several other subcategories, of goal intentions listed on the enrollment application. However, a student may have another idiosyncratic motivation for attending, or may change his/her goal as growth, maturation, knowledge, and experience increase. The following analysis uses the student's initial stated goal intention as the basis for determining goal attainment. Although there are some limitations to this method, it does produce consistency throughout all the following analyses.

***Educational Intent #1: Earn a Degree, Certificate, or Formal Award***

Most students who enroll at Jefferson College express intent to earn a formal award: a program completion award, a certificate, or an associate of arts, science, or applied science. **In the past five years, 3,505 awards have been bestowed on Jefferson College students** for successful completion of a defined program. This translates **into an average of nearly eighteen percent (17.9%) of the award-seeking students who achieve their goal each year** over the past five years. Moreover, an average of 39 students earns more than one award in any given year as they continue their education through higher levels. Of course, a student may earn an additional degree or award in a subsequent year, but those occurrences are not investigated in this analysis. Table 1, below, summarizes these data.

**Table 1. Proportion of Awards per Annual, Unduplicated Students**

| Fiscal Year | Annual Unduplicated Students | Annual Unduplicated Award-Seeking Students | Number of Awards Conferred | Unduplicated Students Earning Awards | Percent of Unduplicated Award-Seeking Students Earning Awards |
|---|---|---|---|---|---|
| 92-93 | 5,975 | 3,747 | 738 | 708 | 18.90% |
| 93-94 | 5,459 | 3,826 | 787 | 744 | 19.45% |
| 94-95 | 5,314 | 3,741 | 657 | 613 | 16.39% |
| 95-96 | 5,005 | 3,522 | 635 | 591 | 16.78% |
| 96-97 | 5,102 | 3,588 | 677 | 646 | 18.00% |
| Five Year Average | 5,371 | 3,685 | 699 | 660 | **17.92%** |

Sources: RTK01 Computer Services generated census date files for student headcount.
GRR01, GRX1, XDEG and EMSAS Computer Services data files for graduates.

A second method of ascertaining whether or not students attain their college goals is by asking them directly through surveys. Graduating students are routinely surveyed in the fall and spring as part of their college outcomes assessment. Graduating students have consistently reported they are pleased with the education and training they have received and feel that they have attained their goals.

Samples of the highest rated responses from the spring 1997 survey are a typical example. Responses to the surveys are rated from 1 (very satisfied, or strongly agree) to 5 (very dissatisfied, or strongly disagree) with the number 3 being a neutral answer. Therefore, an average score between "1.00" and "3.00" denotes satisfaction or agreement with the statement. **The table below lists those items with the highest average scores, all of which are above average and highly favorable**. No item received an unfavorable average score.

**Table 2. Graduating Student Opinion Survey Highest Rated Responses (362 respondents)**

| Item # | Statement | Average Score |
|---|---|---|
| 8 | I am proud of what I have accomplished at this college. | 1.65 |
| 1 | This college has helped me achieve my educational or vocational-technical goals. | 1.76 |
| 23 | Class sizes | 1.80 |
| 15 | I am satisfied with the value of my college program/major field of study. | 1.81 |
| 5 | This College is sensitive to, and supportive of , the needs of persons with disabilities. | 1.83 |
| 16 | The quality of my program of study. | 1.87 |
| 7 | I would recommend this college to my friends. | 1.89 |
| 31 | The Library/Learning Resources services. | 1.89 |
| 24 | The quality of instruction. | 1.92 |
| 17 | The completeness of the knowledge and skills provided me | 1.95 |
| 6 | If I had to choose a college again, I would choose this one. | 1.96 |
| 30 | Computer labs. | 1.99 |

Source: *Graduating Student Opinion Surveys*, Office of Research & Planning

***Educational Intent #2: Earn Credit Hours and Transfer***

The second largest group of students who enroll at Jefferson College are those who indicate an intent to earn credit hours and transfer to another college or university prior to obtaining a formal award. Over the last five years**, the College has averaged 350 students in the fall school terms that indicate that they intend to transfer prior to earning any formal award**. These students were **enrolled for an average of nearly ten (9.8) credit hours and had accumulated an average of nearly twenty (19.8) credit hours** as of fall 1997. The usual standard for determining an institution's "significant educational impact" in preparing a student for transfer is a minimum of 12 credit hours. According to that standard, the Jefferson students who intend to transfer are attaining their goal to a great extent. Table 3, on the next page, summarizes these data.

**Table 3. Credit Hour Attainment for Students Who Intend to Transfer**

| Fall School Term | Enrollment | Transfer-Intent Enrollment | Sum of Current Hours Attempted | Sum of Cumulative Hours Earned |
|---|---|---|---|---|
| 1993 | 3,943 | 355 | 3,540 | 6,537 |
| 1994 | 3,962 | 377 | 3,744 | 7,229 |
| 1995 | 3,783 | 356 | 3,487 | 7,669 |
| 1996 | 3,934 | 301 | 2,881 | 6,147 |
| 1997 | 3,963 | 362 | 3,535 | 7,152 |
| Five Year Average | 3,917 | 350 | 3,437 | 6,947 |
| Average Hours per Student | | | 9.8 | 19.8 |

Source: RTK01 Computer Services generated files for fall census dates.

***Educational Intent #3: Update or Upgrade Job Skills***

Although the College does not directly assess the extent to which "job skills" students have attained their goals, it does conduct mid-term student surveys to ascertain the student's self-reported progress towards achieving their goals. The next table first summarizes the extent of participation in the College by students seeking to update or upgrade their job skills.

**Table 4: Credit Hour Summary for Job Skills Students**

| Fall School Term | Enrollment | Sum of Current Hours Attempted | Sum of Cumulative Hours Earned |
|---|---|---|---|
| 1993 | 181 | 1,179 | 3,064 |
| 1994 | 132 | 736 | 2,317 |
| 1995 | 152 | 846 | 2,458 |
| 1996 | 154 | 788 | 2,790 |
| 1997 | 207 | 1,120 | 3,210 |
| Five year Average | 165 | 934 | 2,768 |
| Average Hours per Student | | 5.7 | 16.8 |

Source: RTK01 Computer Services generated files for fall census dates.

**An average of 165 students has been enrolled in the fall school terms over the last five years with a per student average of 5.7 credit hours**. These students participate, through random course selection, in regular student surveys. In the Spring 1997 school term, for example, 97 classes were surveyed and 942 students responded. On this survey, **3.3% of the respondents indicated that their main reason for attending Jefferson College was to upgrade their job skills**. Their responses on the items related to perceived goal attainment are summarized in the following, Table 5.

**Table 5: Spring 1997 Mid-term Survey Response Percentages to "Job Skills" Items**

| Survey Item | Number Responding | % N.A. | % Poor | % Fair | % Average | % Good | % Excellent |
|---|---|---|---|---|---|---|---|
| Rate Your Vocational Course Programs | 924 | 36.2 | 0.4 | 4.1 | 17.9 | 29.3 | 12.0 |
| Rate Your Career Goal Progress | 935 | 6 | 1.6 | 8.5 | 23.1 | 45.0 | 15.7 |

Source: Enrolled Student Mid-term Survey, Spring 1997, Office of Research & Planning

The majority of students feel that they are making "good" progress, and very few are not pleased with their progress. Excluding the "N.A." responses, **65% of the students felt they were making at least "good" progress in their vocational courses**, and excluding the "N.A." responses, **61% felt they were making at least "good" career progress**. It is also worth noting that approximately 82% of the survey respondents indicated that they were employed at least part-time while attending Jefferson College. The results from this survey are typical of those found on previous mid-term student surveys.

***Educational Intent #4: Personal Interest***

The College does not directly measure the goal attainment of students who enroll for personal interest. However, it is possible to identify the magnitude of participation and estimate their level of satisfaction from the mid-term surveys. The table below summarizes the extent of their participation.

**Table 6: Credit Hour Summary for Personal Interest Students**

| Fall School Term | Enrollment | Sum of Current Hours Attempted | Sum of Cumulative Hours Earned |
|---|---|---|---|
| 1993 | 172 | 845 | 2,385 |
| 1994 | 127 | 558 | 2,040 |
| 1995 | 114 | 503 | 1,304 |
| 1996 | 133 | 610 | 1,071 |
| 1997 | 151 | 515 | 1,152 |
| Five year Average | 139 | 606 | 1,590 |
| Average Hours per Student | | 4.3 | 11.4 |

Source: RTK01 Computer Services generated files for fall census dates.

The five-year average enrollment of "personal interest" students is 139. These students average 4.3 credit hours in the fall terms. **The average of 11.4 cumulative hours suggests that they enroll for courses over a number of school terms, and, therefore, are apparently satisfied to the extent that they reenroll for more courses**.

They, too, participate in the mid-term student surveys. In the Spring 1997 survey, less than one percent of the respondents (16 students) indicated that they were enrolled for "personal interest." Although the responses of the "personal interest" students were not tallied separately, an indication of their level of satisfaction can be interpolated from the survey question "Rate Your Personal Growth & Development." **Only eight of the 942 respondents (0.8%) rated their progress as "poor" on this survey item while 678 (72%) rated is as "good" or "excellent."** These data suggest that the College is having a positive impact on all students.

**Core Indicator 2: Persistence (Fall to Fall)**

MEASURE: ***The proportion of an identified fall term entering community college student cohort that is still enrolled for at least one credit the following fall term and has not completed a degree or certificate, reported each year from entry to exit. An "identified entering student cohort" is defined as all students registering for their first credits at the community college in a given term; a fall-term cohort is typically used for data analysis and reporting.***

**Status of Institutional Compliance:**

The primary cohort established for fall to fall tracking follows the federally mandated "Student Right-To-Know" (SRK) regulations. This cohort is comprised of all first-time, full-time (enrolled for 12 or more credit hours), degree-seeking students enrolled at census date in the fall term.

Data on these annual cohorts are jointly tracked through the College's Office of Research & Planning and the Missouri Coordinating Board for Higher Education (CBHE) Enhanced Missouri Student Achievement Study (EMSAS) reporting system. Graduation and persistence rates are published annually, and rates are calculated at 150% of normal completion time for award programs. The next table summarizes the persistence rates of this annual fall cohort in the context of all "successful" student outcomes. That is, the table takes into account the fact that persister rates decline as a natural consequence of students graduating and transferring to other institutions. Therefore, the last entry in each section is the federal compliance (success) rate that views persistence in the larger context of "persistence to a successful outcome" and takes into account graduation, transfer, and persistence.

**Table 7: Student Right-To-Know Cohort Persistence/Success Rates**

| Persistence (Success) Indicator | Fall 1992 Cohort at 150% of Normal Completion Time | Fall 1993 Cohort at 150% of Normal Completion Time | Fall 1994 Cohort at 150% of Normal Completion Time | Fall 1995 Cohort at 100% of Normal Completion Time | Fall 1996 Cohort at 50% of Normal Completion Time |
|---|---|---|---|---|---|
| Graduation Rates: Certificate Level | 6.54% | 6.96% | 4.60% | 2.78% | 1.76% |
| Graduation Rates: Associate Level | 28.43% | 25.66% | 23.68% | 15.74% | 0.00% |
| Total Graduation Rate: | 34.97% | 32.61% | 28.28% | 18.52% | 1.76% |
| Persistor Rate: | 8.01% | 6.18% | 9.37% | 20.37% | 55.91% |
| Transfer Out Rate: | 20.59% | 22.72% | 14.65% | 15.74% | 7.03% |
| Federal Compliance Rate (graduates + transfers + persistors): | **63.56%** | **61.51%** | **52.30%** | 54.63% | 64.70% |

Sources: CBHE EMSAS reporting system and Jefferson College Office of Research & Planning

Working backwards from the Fall 1994 cohort, persistence rates, therefore, decrease from approximately 56% after the first year to 20% after the second year to



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approximately 8% after the third year. However, total compliance (success) rates average 59% for the five cohorts examined.

Therefore, through the analysis of the SRK cohorts for the past five years, it can be concluded that **persistence rates (i.e., fall to fall enrollment) for these cohorts is approximately 56% after one year, and overall persistence rates (i.e., graduation, transfer, and persistence) is approximately 59% after three years**.

A new student orientation, advising and registration program (SOAR) is held prior to the start of each term. All first-time, degree-seeking college students are strongly encouraged to attend an orientation program. SOAR consists of a set of mini-session developed to provide new students with information related to student rights and responsibilities, degree and program requirements and services provided by the College.

**The SOAR program was developed in the Spring of 1995 and has been instrumental in effectively preparing students for College**. Retention studies are being planned to investigate the impact SOAR may be having on the fall to fall persistence of new freshmen.

**Core Indicator 3: Degree Completion Rates**

*MEASURE: The proportion of an identified entering community college cohort officially enrolled in a degree program that actually completes a degree or certificate, as reported at annual intervals.*

**Status of Institutional Compliance:**

**Table 8 demonstrates that the average completion rates for Jefferson College degree-seeking students for the past five years is approximately 18%** (see also Table 1). This statistic represents approximately one out every five degree-seeking students earning an award each year. The same table below also reveals that the **graduation rates for the Student Right-To-Know cohorts, comprising a more select group of first-time, full-time, degree-seeking students averages 18.5% after two years and approximately 32% after three years** (see also Table 7). Of course, the students who transfer to other institutions prior to earning a formal award negatively influence the graduation rates. The following table summarizes these data.

**Table 8: Degree Completion Rates by Cohort**

| Cohort | Degree Completion Rates |
|---|---|
| All Degree-Seeking Students:<br>Annual Award Rates | |
| FY 1992 | 18.9% |
| FY 1993 | 18.9% |
| FY 1994 | 19.5% |
| FY 1995 | 16.4% |
| FY 1996 | 16.8% |
| FY 1997 | 18.0% |
| Student Right-To-Know Cohorts: Average Annual Award Rates | |
| After 1 year | 1.76% |
| After 2 years | 18.5% |
| After 3 years | 32.0% |

Source: RTK01 and EMSAS files.

In summary, overall graduation rates at Jefferson College for the two cohorts examined are consistent with the statewide average rates for public community colleges. Moreover, the graduation rates are considerably higher than rates experienced at some similar institutions.

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## Mission II: Career Preparation

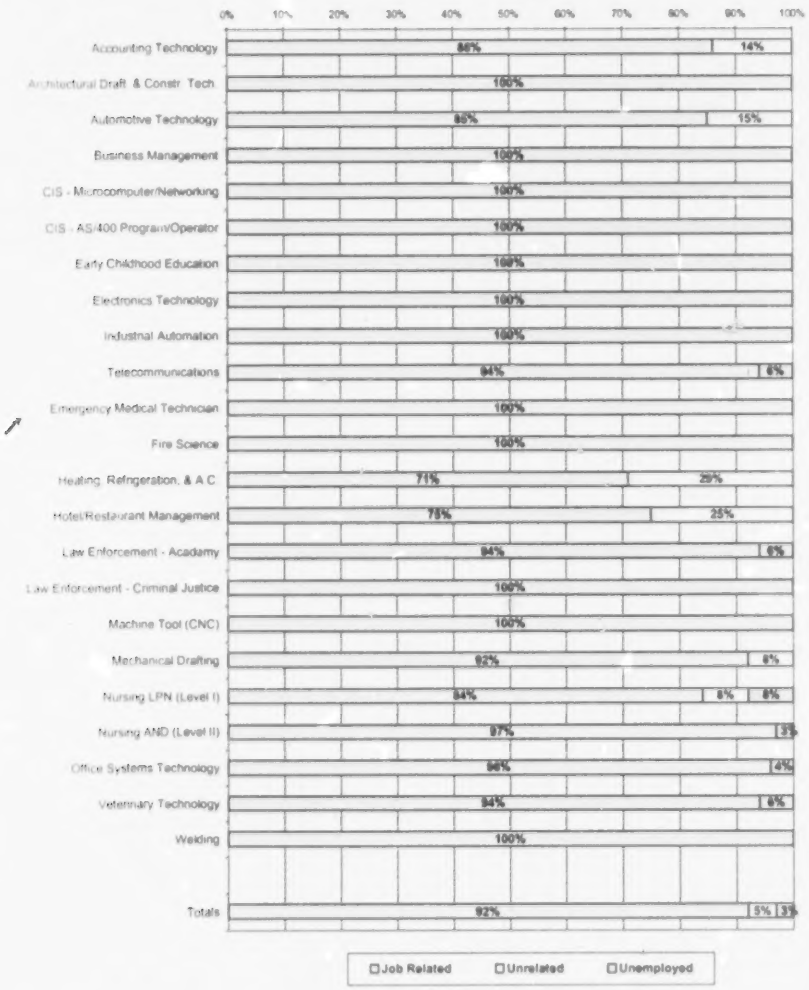
### Core Indicator 4: Placement Rate in the Work Force

*MEASURE: The proportion of an identified entering community college student cohort achieving a "marketable skill" (i.e., completing at least three occupational/technical courses in a particular field of training) who obtain employment in a field directly related to this skill within one year of last attendance.*

**Status of Institutional Compliance:**

Jefferson College, currently and historically, maintains very high employment rates for its vo-tech graduates. The Career Services Office, with the assistance of the Statewide Job Placement Association, documents the employment of vo-tech certificate and associate graduates 180 days after graduation who are available for employment. **Overall 1997 employment rates were 97%** and are presented by vo-tech program area below.

**Chart 1. Percent of 1997 Degree or Certificate Graduates Employed**



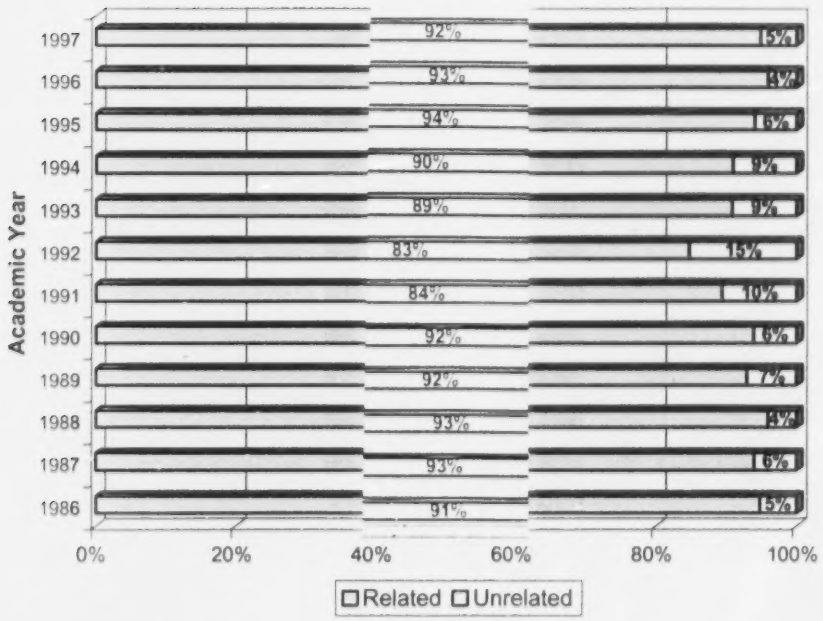
**In the last twelve years, the total employment rates for vo-tech graduates has not been less than 94%,** and **in the past six years, total employment has been at least 97%. In the last four years, employment in jobs related to training has been 90% or higher.** These data are summarized in Table 9 and Chart 2 below.

**Table 9. Historical Employment Rates for Vo-Tech Graduates**

| Academic Year | Employed Related | Employed Not Related | Total Placement Percentage |
|---|---|---|---|
| 1997 | 92% | 5% | 97% |
| 1996 | 93% | 4% | 97% |
| 1995 | 94% | 6% | 100% |
| 1994 | 90% | 9% | 99% |
| 1993 | 89% | 9% | 98% |
| 1992 | 83% | 15% | 98% |
| 1991 | 84% | 10% | 94% |
| 1990 | 92% | 6% | 95% |
| 1989 | 92% | 7% | 99% |
| 1988 | 93% | 4% | 97% |
| 1987 | 93% | 6% | 99% |
| 1986 | 91% | 5% | 96% |

Source: Career Services Office

**Chart 2. Historical Employment Rates for Vo-Tech Graduates**

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**Core Indicator 5: Employer Assessment of Students**

*MEASURE: The proportion of a sample of regional employers in a given field indicating that their employees who received training at the community college exhibit skills and job performance at rates equivalent or superior to all employees.*

**Status of Institutional Compliance:**

Systematic sampling of employers to determine satisfaction with Jefferson College graduates is not a regular occurrence due to problems encountered with privacy and other legal issues. Nevertheless, there are several sources that indicate the degree of employer satisfaction with the performance of the College's graduates.

In previous years, employers have been contacted in those instances where the employee permission has been obtained. **The findings have consistently revealed that employers as a whole find Jefferson College graduates to be above average employees in terms of skill levels and ability to perform in a competitive work setting**.

The Missouri Coordinating Board for Higher Education has also surveyed employers across the state**. CBHE's findings revealed that employers are very satisfied with Jefferson College graduates** and those of the statewide community college system as a whole. In fact, employer satisfaction was higher for community college graduates than for four-year institution graduates.

Another method by which the College obtains employer feedback on the performance of its graduates is through the vocational advisory committees. **For the 1996-97 school year, there are 26 advisory committees with 255 members from the community**. The committees meet at least annually and provide crucial information to faculty and staff regarding the strengths and shortcomings of employed graduates. In this way, the faculty can quickly modify curricula to address any perceived needs or shortcomings in the performance of College graduates. This method of obtaining employer feedback has proven to be an effective means for maintaining the completeness and relevance of skill training programs.

## Mission III: Transfer Preparation

### Core Indicator 6: Number and Rate Who Transfer

*MEASURE: The proportion of an identified entering student community college cohort actively enrolled in a degree program at that institution and completing at least twelve semester hours of credit (or equivalent) who enroll within two years for at least twelve college-level credits in a degree program at a four-year college or university.*

**Status of Institutional Compliance:**

The ability to track transfer students within the state of Missouri has not yet reached the level of sophistication specified in the core indicator measure. Most often, this type of information is made available through the good will of institutional registrars who share information with one another, but the data are generally not consistently reported and have limited comparability. Nevertheless, the reports received by the Jefferson College Registrar have consistently revealed that Jefferson College transfer students do quite well at the receiving institutions: **Generally, they perform and graduate at rates that are higher than, or comparable to, other transfer students and native students**.

The **Office of the Vice President of Student Services**, working in cooperation with the Athletic Department and the Financial Assistance Office has been **engaged in documenting the transfer activity of student-athletes**. Each semester, transfer rates are documented for all first-time, full-time, degree-seeking student-athletes who receive athletically-related financial aid when they first enroll. Source documents such as letters of intent, academic transcripts, and eligibility rosters are reviewed in order to formulate the Student Right-to-Know Athlete cohort report. Transfer institutions are contacted in order to verify transfers of student-athletes.

The Office of Research & Planning has been working with the Missouri Coordinating Board for Higher Education to identify transfer students to other Missouri institutions. Although the data presented below do not conform to the specificity of the core indicator measure, they do provide a snapshot of transfer students.

Approximately 41 percent of first-time freshmen at Jefferson College in the past five years have enrolled with the expressed intent of transferring to another institution either with or without earning a degree at Jefferson College. The intention to transfer is only an indication -- student circumstances and motives change. We do know, however, that slightly more than nine percent of these first-time freshmen do transfer in the subsequent fall school term to another public institution in Missouri (refer to Table 10 below). Therefore, we can conclude that, **on the average, 41 percent of the student body starts at Jefferson College each year with the intent to transfer, and approximately nine percent of the first-time freshmen do transfer to another institution the next fall school term**. Keep in mind, however, that most of these students do not intend to transfer after one year but after two years. Unfortunately, the tracking system is not yet sophisticated enough to report the two-year transfer rates accurately. And finally, remember that these findings underestimate the total number of students who transfer since they are limited to Missouri public institutions only.

**Table 10. Subsequent Fall Enrollment of Jefferson College First-Time Freshmen**

| School Year | Total First-Time Freshmen | Total First-Time Freshmen Intending to Transfer | Percent of First-time Freshmen | Total First-Time Freshmen Enrolled at Other Missouri Colleges in the Subsequent Fall School Term | Percent of First-time Freshmen |
|---|---|---|---|---|---|
| 1992-93 | 2,544 | 878 | 34.5% | 191 | 7.5% |
| 1993-94 | 2,320 | 1,000 | 43.1% | 193 | 8.3% |
| 1994-95 | 2,020 | 856 | 42.4% | 187 | 9.3% |
| 1995-96 | 1,855 | 846 | 45.6% | 212 | 11.4% |
| 1996-97 | 1,865 | 746 | 40.0% | 196 | 10.5% |
| Five Year Average | 2,121 | 865 | 40.8% | 196 | 9.2% |

Sources: CBHE EMSAS database (March 1998); and Office of Research & Planning EMSAS database

The next table summarizes the student transfer activity by institution. Again, the data are limited to Missouri public institutions. The data demonstrate, first, the high degree of mobility of students transferring to institutions throughout the entire state; and, second, the primary transfer institutions are St. Louis Community College at Meramec, Southeast Missouri State University, Southwest Missouri State University, University of Missouri-Columbia, and University of Missouri-St. Louis. **As of census date for Fall 1997, there were 1,144 students enrolled in other Missouri public institutions who originally enrolled at Jefferson College as first-time freshmen**.

**Table 11. Institutions Receiving Jefferson College Transfer Students**

| Institution | Fall 1993 | Fall 1994 | Fall 1995 | Fall 1996 | Fall 1997 | Totals by Institution |
|---|---|---|---|---|---|---|
| Central Missouri State University | 3 | 3 | 3 | 5 | 11 | 25 |
| Harris-Stowe State College | 1 | 1 | 1 | 2 | 1 | 6 |
| St. Louis C.C. - Florrisant Valley | 3 | 3 | 3 | | | 9 |
| St. Louis C.C. - Forest Park | 16 | 10 | 11 | 7 | 5 | 49 |
| St. Louis C.C. - Meramec | 69 | 47 | 46 | 41 | 56 | 259 |
| Lincoln University | 3 | | | | | 3 |
| Metro C.C. - Penn Valley | 1 | | | 1 | | 2 |
| Mineral Area College | 23 | 7 | 9 | 17 | 14 | 70 |
| Missouri Southern State College | 2 | | 3 | 2 | 1 | 8 |
| Missouri Western State College | 1 | 1 | 1 | 2 | | 5 |
| Northeast Missouri State University | 3 | 4 | 8 | 18 | 15 | 48 |
| Southeast Missouri State University | 14 | 37 | 32 | 45 | 25 | 153 |
| Southwest Missouri State University | 14 | 16 | 24 | 17 | 22 | 93 |
| University of Missouri - Columbia | 12 | 21 | 15 | 22 | 17 | 87 |
| University of Missouri - Rolla | 6 | 1 | 4 | 3 | 6 | 20 |
| University of Missouri - Kansas City | | 6 | 4 | 5 | 4 | 19 |
| University of Missouri - St. Louis | 14 | 24 | 16 | 18 | 14 | 86 |
| East Central Community College | 5 | 2 | 4 | 2 | 1 | 14 |
| St. Charles County Community College | 1 | 1 | 1 | 4 | 1 | 8 |
| Ozarks Technical Community College | | | 2 | | 2 | 4 |
| Three Rivers Community College | | | | 1 | 1 | 2 |
| **Totals by Fall School Term** | 191 | 184 | 187 | 212 | 196 | 970 |

Sources: CBHE and Office of Research & Planning EMSAS databases



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**Core Indicator 7: Performance After Transfer**

*MEASURE: The proportion of regular college-level courses at the transfer (receiving) institution completed with a grade of "C" or better by students who previously attended the community college, compared to a parallel proportion obtained for students who began their studies as first-time freshmen at the transfer institution.*

**Status of Institutional Compliance:**

As previously stated, the ability to track and document the progress of student transfers in the State of Missouri has not yet attained the level of sophistication specified in the core indicator measure. Nevertheless, some performance reports from four-year institutions have been received through the Registrar's Office. Although the reporting styles of the four-year institutions differ, the summary data do provide information about Jefferson's transfer students at four-year institutions. The following three tables summarize the latest transfer summary reports received from Southeast Missouri State University (SEMSU), Southwest Missouri State University (SWMSU), and the University of Missouri-Rolla (UMR).

**At SEMSU, 46 students transferred from Jefferson College in Fall 1996 with an average of 51.4 earned credit hours and an average GPA of 3.03**. There were **a total of 210 transfer students from Jefferson College enrolled that term who had an average of 30.3 credit hours with an average GPA of 2.83** earned at SEMSU.

**Table 12: Performance of Transfer Students at SEMSU, Fall 1996**

| Southwest Missouri State University -- Spring 1998 | |
|---|---|
| **Fall 1996 Transfers** | |
| 46 | New transfer students from Jefferson College enrolled |
| 2,365 | Credit hours transferred (average of 51.4 hours per student) |
| 3.03 | Cumulative GPA of transferred students |
| **All Transfer Students Enrolled** | |
| 210 | Total transfer students from Jefferson College enrolled |
| 8,987 | Credit hours transferred (average of 42.8 hours per student) |
| 3.03 | Cumulative GPA earned at Jefferson College |
| 6,369 | Credit hours earned at SEMSU (Average of 30.3 hours per student) |
| 2.83 | Cumulative GPA earned at SEMSU |

Source: Registrar's Office (received from SEMSU 10/18/96).

**At SWMSU, 63 enrolled students transferred an average of 35.1 credit hours from Jefferson College and had earned an average of 33.3 credit hours at SWMSU.**

**Table 13: Performance of Transfer Students at SWMSU, Spring 1998**

| Southeast Missouri State University -- Fall 1996 | |
|---|---|
| 63 | Transfer students from Jefferson College enrolled |
| 2,209 | Credit hours transferred (Average of 35.1 hours per student) |
| 2,099 | Credit hours earned at SWMSU (Average of 33.3 hours per student) |

Source: Registrar's Office (received from SWMSU 3/10/98).

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**At UMR, 81 students transferred an average of 60.7 credit hours with an average GPA of 3.04. These students had earned a cumulative GPA of 2.42 and 24 degrees in the last five years at UMR.**

**Table 14: Performance of Transfer Students at UMR, 1993 to 1997**

| University of Missouri-Rolla -- Transfer Students by Year | | | | | | |
|---|---|---|---|---|---|---|
| | | Jeff.Coll. | | UMR | Overall | |
| Fall/Spring | Number | Crd.Hrs. | GPA | GPA | GPA | Degrees |
| 1993 | 19 | 1,203 | 3.08 | 2.74 | 2.91 | 15 |
| Avg. | | 63.3 | | | | |
| 1994 | 21 | 1,130 | 3.02 | 2.37 | 2.78 | 7 |
| Avg. | | 53.8 | | | | |
| 1995 | 11 | 696 | 2.86 | 2.11 | 2.56 | 2 |
| Avg. | | 63.3 | | | | |
| 1996 | 15 | 1,028 | 2.93 | 2.38 | 2.79 | 0 |
| Avg. | | 68.5 | | | | |
| 1997 | 15 | 862 | 3.27 | 2.34 | 3.08 | 0 |
| Avg. | | 57.5 | | | | |
| Grand Totals | 81 | 4,919 | | | | 24 |
| Grand Avg. | 28.6 | 60.7 | 3.04 | 2.42 | 2.84 | 4.8 |

Source: Registrar's Office (received fromUMR 3/18/98).

As previously mentioned, the Missouri CBHE continues to make improvements in its statewide data collection system, the Enhanced Missouri Student Achievement Study (EMSAS), for tracking and documenting the performance of transfer students.

Data have recently been provided by CBHE for Jefferson College graduates at other public institutions in Missouri. Table 15 summarizes the findings for first-time freshmen students at Jefferson College who subsequently earned a degree from another institution during the school year 1996-97.

**Table 15: Subsequent Success of Jefferson College Transfer Students, 1996-97**

| | AWARD LEVEL | | | | | |
|---|---|---|---|---|---|---|
| Degree Conferring School | Cert. < 1 Yr | Cert. 1 - 2 Yr | Associate Degree | Bachelor Degree | Mast/Prof Degree | Total by Institution |
| Central Missouri State University | | | | 3 | | 3 |
| St.Louis Community College - Forest Park | 1 | 2 | 5 | | | 8 |
| St.Louis Community College - Meramec | 1 | | 12 | | | 13 |
| Mineral Area College | | 1 | 5 | | | 6 |
| Missouri Southern State College | | | | 1 | | 1 |
| Northeast Missouri State University | | | | 6 | | 6 |
| Southeast Missouri State University | | | | 38 | 1 | 39 |
| Southwest Missouri State University | | | | 19 | 1 | 20 |
| University of Missouri - Columbia | | | | 12 | | 12 |
| University of Missouri - Rolla | | | | 9 | | 9 |
| University of Missouri - Kansas City | | | | 2 | 2 | 4 |
| University of Missouri - St. Louis | | | | 19 | 1 | 20 |
| East Central College | 1 | | 1 | | | 2 |
| **Total by Degree Level** | 3 | 3 | 23 | 109 | 5 | 143 |

Source: CBHE EMSAS Database, March 1998.

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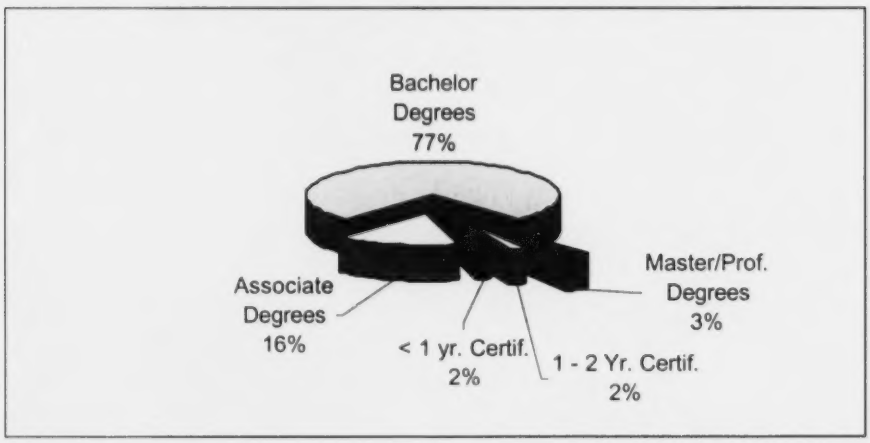
The preceding table reveals **that 114 students obtained a bachelor or higher degree from nine different institutions**. Southeast Missouri State University, Southwest Missouri State University, University of Missouri-St. Louis, and St. Louis Community College-Meramec were the primary degree-granting institutions. **An additional twenty-six students earned a Certificate or Associate degree from four different institutions**. This is a **total of 143 transfer students who graduated from another public institution in 1996-97**.

The distribution of the awards earned in visually depicted in Chart 3.

**Chart 3: Success of Jefferson College Transfer Students, 1996-97**




Although student transfer data to private and out-of-state institutions are difficult to obtain, data from Missouri Baptist College are readily available. **The "2 + 2" articulation agreement with Missouri Baptist College** was initiated in the Spring of 1993 with courses being taught on the Jefferson campus, and the first full year started with the Fall 1994 school term. The number of **Jefferson students transferring and enrolling in the Missouri Baptist College 2 + 2 program has been 40 in Fall 1994, 64 in Fall 1995 and Fall 1996, and 56 in 1997. Missouri Baptist College has graduated 75 students** with a baccalaureate degree who formerly attended Jefferson College at some time.

In brief, although the level of specificity for documenting the success of student transfers as presented in the core indicator measure cannot yet be attained, all available data do point to a high level of success of Jefferson College students who transfer to other institutions in the state of Missouri. Furthermore, the data presented here represent only a portion of transfer student successes; it includes only first-time freshmen in the last five-year period and does not include private institutions and out-of-state institutions except for Missouri Baptist College.

## Mission IV: Developmental Education

### Core Indicator 8: Success in Subsequent, Related Coursework

*MEASURE: The proportion of an identified entering student cohort assessed as deficient in one or more of the basic skills (reading, writing, and computation) who subsequently: (a) successfully complete developmental work intended to remediate this deficiency, and (b) within one year complete, with a grade of "C" or better, their first college-level courses requiring the use of this skill.*

**Status of Institutional Compliance:**

Once again, the institution's response to the exact measure proposed in this core indicator would be an extremely labor intensive effort. However, an alternate method of viewing subsequent success of academically deficient students who have taken developmental courses is to examine their grade point average (GPA) at the end of the term and at the end of the following school term.

The table below summarizes the achievements of first-time freshmen students who were determined to be academically deficient based on ASSET course placement testing. A student who scores below 40 on the reading skills subtest, or who scores below 40 on both the writing skills and numerical skills subtest is considered to be academically deficient. For the past five fall school terms, there has been an average of 1,613 first-time freshmen enrolled. On average, 387 (24%) have been determined by testing to be academically deficient. Of these students, **an average of 186 (48%) has enrolled in developmental coursework each term, and about one-half (51%) have earned a GPA of 2.00 or better**. There is attrition, of course, of students after the fall term and not all of the students reenroll in the spring. With this normal attrition in mind, it has been found that the **percentage of these students earning a satisfactory GPA of 2.00 or better during the following term averages 31%.** The year to year percentages of students earning satisfactory GPAs have remained relatively constant during the past five years.

**Table 16: Subsequent Success of Academically Deficient Students**

| School Term | Number of First-Time Freshmen Students | ASSET-Tested Academically Deficient | | Academically Deficient Enrolled in Developmental Courses | | Enrolled in Developmental Courses End-of-Same-Term GPA > = 2.00 | | Enrolled in Developmental Courses End-of-Next-Term GPA > = 2.00 | |
|---|---|---|---|---|---|---|---|---|---|
| | | # | % | # | % | # | % | # | % |
| 972 | 1,686 | 355 | 21.1 | 158 | 44.5 | 77 | 48.7 | Too Soon | |
| 962 | 1,709 | 378 | 22.1 | 175 | 46.3 | 78 | 44.6 | 51 | 29.1 |
| 952 | 1,566 | 359 | 22.9 | 184 | 51.3 | 104 | 56.5 | 60 | 32.6 |
| 942 | 1,511 | 390 | 25.8 | 188 | 48.2 | 87 | 46.3 | 53 | 28.2 |
| 932 | 1,594 | 451 | 28.3 | 221 | 49.0 | 131 | 59.3 | 75 | 33.9 |
| Averages | 1,613 | 387 | 24.0 | 185 | 47.9 | 95 | 51.1 | 60 | 31.0 |

Sources: RTK01 and RTK02 Computer Services files, and Office of Research & Planning \\common\mdb97\temp_devsuc.mdb

Note: Academically deficient is defined as a score below 40 on the ASSET Reading Skills subtest, or below 40 on both the Writing Skills and Numerical Skills subtests.

Another ongoing project that tracks the success of academically deficient students is the Perkins Postsecondary Project. This project provides targeted services for "special

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population" students (of which the academically deficient students are one cohort) in vocational-technical program areas to enhance their success rates. For the most recent four years for which complete data are available, **the average success rate for academically deficient students in vocational-technical programs is 35.6%.**

**Table 17: Success Rates of Perkins Project, Academically Deficient Students**

| Perkins Cohort Year | Success Rate (Graduation, Transfer, and Persistence) at 150% of Normal Completion Time |
|---|---|
| Fall 1991 | 34.3% |
| Fall 1992 | 36.7% |
| Fall 1993 | 32.4% |
| Fall 1994 | 38.8% |
| Average | **35.6%** |

Institutional studies previously cited in *Core Indicators of Effectiveness* reports have concluded that, although there is a high attrition rate for students who do not have sufficient academic skills, enrollment in, and completion of, developmental courses do make a difference in the subsequent success in related coursework and in higher average GPAs. One study reported that over a five-year period, **on average, 32.7% of developmental students were successful in subsequent coursework as measured by the end-of-term GPA.**

**Mission V: General Education**

**Core Indicator 9: Demonstration of Critical Literacy Skills**

*MEASURE: No single statistic satisfies the intent of this indicator. Assessing literacy requires a multiplicity of methods appropriate to the kinds of literacy tasks that students will be facing in the community and on the job. Data sources can include teacher-designed instruments, capstone experiences, exercises that require students to read and interpret a typical news story, and specially designed questionnaire items in student follow-up surveys.*

**Status of Institutional Compliance:**

Jefferson College addresses the development of critical literacy skills of its students in a number of ways. Dean Jane Kost reports that, through the Division of Extended and Nontraditional Learning, instructors are utilizing several approaches. A "model" ABE/GED program prepares adults to take the state examination for a high school equivalency certificate. **The materials used in preparing these participants for the GED test are contemporary workplace materials**. These materials facilitate the acquisition of learning for adults who have been away from school for a number of years by making the learning process more relevant to the world of work they know.

Another example is the teaching methodology utilized in the Learning Center. The Learning Center is **designed to assist academically deficient enrolled students by providing small group and individual instruction with the use of contemporary and bridging materials**. The Learning Center provides assessment, instructional, and academic support services to all students enrolled at the college. All students receive placement testing prior to enrollment. Placement scores are then used in the advising process to assist the student in selecting the appropriate course sequence. Students assessed as needing developmental courses in the areas of reading, writing, math, and study skills are typically enrolled in Learning Center courses which emphasize course mastery by providing individualized competency based instruction. In addition, in a collaborative effort with our Center for Business and Technology, the Learning Center is in the process of implementing the **WORK KEYS** system for assessing and teaching workplace skills in the areas of reading, writing, and applied mathematics. Its purpose is to link education with business to develop and improve employability and performance skills in the workplace.

Professor Trish Loomis, Director of the Honors Program, also provides evidence of the development of critical literacy skills through activities and learning experiences in the honors courses. Every course in the Honors Program requires active student participation in the learning process - **the examination of ideas, critical analysis, and synthesis and evaluation of ideas and arguments.** The process of teaching critical literacy skills requires the student to develop: (1) the attitude that **knowledge is not fixed but subject to reexamination and change**; (2) the attitude **that there is no question which cannot or should not be asked**; (3) an **awareness of, and empathy for, alternative world views**; (4) **tolerance for ambiguity**; (5) **an appreciation for alternate ways of knowing**; (6) a **skeptical attitude toward text**; and (7) **a sense of the complexity of human issues.** Each

course in the Honors Program interweaves these critical skills through the distinctive curricula design.

Professor Loomis also notes **that critical thinking is emphasized in the general curriculum as well**. She indicates that the curriculum offered to the "middle 80%" of the student body also stresses critical thinking skills. In fact, the Academic Affairs Committee has recently addressed this issue in their deliberations to consider formulating a critical thinking objective for the general education program.

A final example of the emphasis on critical literacy skills is the **"Reading for Results" project under the leadership of Professor Mindy Selsor**. This new campus-level project was started through the *Funding for Results* initiative. **The purpose of this initiative is to increase the critical reading skills of students** through the integration of reading intervention strategies embedded in the course curriculum. Pre and post behavioral surveys and standardized assessments are administered to the participating students. **Preliminary results suggest that reading behaviors are improving and tested critical thinking scores are increasing.**

**Core Indicator 10: Demonstration of Citizenship Skills**

*MEASURE: No single statistic satisfies the intent of this indicator. Useful methods for assessing this core indicator include student portfolios, student participation in group or problem-solving exercises, specially designed exercises in regular course examinations, and specially designed survey questionnaire items included in alumni follow-up surveys.*

**Status of Institutional Compliance:**

Jefferson College offers a number of opportunities for students to learn, practice, and hone citizenship skills. **Under the direction of Professor Tom Maple, students annually participate in the Midwest Model United Nations program** (MWMUN) in St. Louis, Missouri. Created in 1960 by host school St. Louis University, the MWMUN conference brings together over 600 college students from more than 50 colleges and universities across the nation. Students prepare as delegates to present and argue their chosen country's position regarding several dozen international political, economic, and social issues. The **students gain experience in research, debate, negotiating, writing, speaking, and leadership skills through their participation in this program**. Jefferson has been participating in the conference since the early 1980's, and at the present time students receive three hours Honors credit for their participation in PSH250.

Some of the students involved have **used the skills they have learned in this program to advance their careers in law, business, education, elective office (i.e., the state legislature, and county and local government positions), and other fields**. Professor Maple oversees this five-month project which begins in October and culminates in a February conference.

Additionally, elected government representatives participate in a **Student Leadership Conference** each Fall and Spring through its affiliation with the Missouri Community College Association Student Government. The fall session is held in conjunction with the association's annual conference, and the spring session is held at the state's capitol in Jefferson City. The students receive leadership training and the opportunity to engage in lobbying with their respective state legislators. Furthermore, the Office of Student Development sponsors **leadership training sessions each year** for any interested student or student organization.

In the past year, **students have assisted with community projects** such as Special Olympics, food drives, environmental conservation efforts, housing for the needy, Red Cross blood drives, and special fund-raising drives for the American Cancer Society, the YMCA, the March of Dimes, and the Jefferson College Foundation.

**Habitat for Humanity** and the **Student Senate food drive** are two activities that highlight the development and practice of citizenship skills in Jefferson College students. The goal of habitat for Humanity is to improve the quality of housing for low-income families. The students seek to educate their peers at Jefferson College and motivate them to help in their efforts. During a recent spring break, students and staff members traveled to Chicago and to



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the poorest county in Michigan to help the needy. **They cleared lots, cut down trees, painted sheds, and helped build walls for new structures**. The group is also working with the Jefferson County chapter to **build homes in our community**. Jefferson College students and staff have helped by providing the manpower to construct homes in pursuit of their goal to improve the quality of housing for low-income families.

Another recent example is the work of the Student Senate with the annual food drive. **Our students collected 2,980 food items this past school year** for the Jefferson County Rescue Mission. Many families have been helped through this civic effort. Furthermore, several clubs and organizations adopted area families for the holidays last year. **They provided Thanksgiving and Christmas dinners** for deserving families and **bought Christmas presents** for the children. Moreover, staff in some of the college offices have established a tradition of **buying Christmas presents for needy families** instead of exchanging presents among themselves.

To better appreciate the breadth and scope of formal citizenship opportunities at Jefferson College, the following current listing of clubs and organizations and their staff advisors is provided below:

| GROUP | ADVISOR |
|---|---|
| Association of Information Technology | Joan Koch & Gary Olson |
| Ambassadors | James Buck |
| Baptist Student Union | Roger Barrentine |
| Collegiate Music Educators National Conference | Richard Bell |
| Environmental Club | Loretta Ponzar |
| First Level Nursing Association | Leah Milley |
| Jefferson College Student N.E.A. | Cindy Gordinier |
| Habitat for Humanity | Garry Sloan |
| Hospitality Association | Marian Brantley |
| Jefferson College Players | Joe Wilson |
| Jefferson College Creative Writing | John Pleimann |
| Phi Beta Lambda | Susan Counte & Marietta Martin |
| Phi Theta Kappa | Karen Knight & Brian Westfall |
| Second Level Nursing Association | Mary Eimer |
| Society of Manufacturing Engineers | Jim Newman |
| Student Senate | (Dir. Student Development) |

Activities for all clubs and organizations are summarized in annual reports on an institutional level. At this time, however**, accomplishments of individual students are not permanently recorded** in the records database. This deficiency could be addressed through the mechanism of an extra-curricular transcript when the new software is installed.

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**Mission VI: Customized Education**

**Core Indicator 11: Client Assessment of Programs and Services**

*MEASURE: No single statistic currently meets the intent of this indicator. The institution must determine the array of different clients that it serves; the nature, types, and volume of programs, services, and activities it provides to different clients; and the extent to which clients are involved and satisfied with programs, services, and activities.*

**Status of Institutional Compliance:**

In the Extended and Nontraditional Learning Division, a number of client assessments are routinely performed. **In the ABE/GED and Continuing Education programs, internal client surveys are conducted** with those enrolled each semester to assess the quality of the program. Results of the surveys are then used to modify existing curricula, improve instructional practices, and formulate new offerings.

**In the Learning Center, students routinely evaluate all instructional, assessment, and student support services.** Students evaluate course materials, textbooks, staff, peer tutoring services, academic support workshops, services for students with disabilities, and other learning support services. **During the school year 1997, students rated all Learning Center services as above average to excellent**. Instructors and assessment staff received the highest overall ratings. Students who used the peer tutoring services reported that their average grade rose from a "C" to a "B" by the end of the program. The student evaluations, while overwhelmingly positive in tone, are also an important source of information for program modification and improvement.

**The Tech Prep program at Jefferson College serves a diverse clientele, therefore, a variety of assessment tools have been developed for measuring the effectiveness of these programs and services**. (1) **Articulation** - Measurement of the successful articulation of course work between secondary schools and Jefferson College documents the number of students requesting advanced standing through articulation and also the student's grade(s) in succeeding courses assesses student placement and curriculum alignment. (2) **Academic Shareshops and Workshops** - Assessment of academic shareshops and workshops is completed by participants on an evaluation form designed for the shareshop or workshop. (See attached example.) Follow up workshop assessment is conducted by the Tech Prep director and workshop participants. This must include evidence of implementation of new philosophies or strategies gained from the workshop and continuous collaborative staff development meetings for development and implementation of the strategies. (3) **Career Expo** - Evaluation of the Career Expo is completed by business and industry participants, students and counselors so that a complete perspective is obtained. (4) **Educators in Business & Industry** - Business and Industry Internships offered to consortium teachers and counselors are evaluated by the participating teacher based on his or her work site experience. A follow up evaluation is conducted by the Tech Prep Director for implementation of new strategies and content in the classroom. (5) **Program Evaluation** -

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Jefferson County Tech Prep Consortium schools are required to evaluate the Tech Prep program and the impact it has on their school district.

Furthermore, Shirley Dubman, Director of the Career Connection Program indicates that the **Career Connection Program obtains feedback from its clientele at four points in time**. First, at enrollment, the **student's goals are planned and utilized for tracking purposes throughout the program**. Second, **feedback is obtained from all scheduled program activities**. Client surveys and evaluations are used for program activities such as Re-Entry, teen parent seminars, and mentoring meetings to assess for effectiveness and client satisfaction. Results of the evaluations are used to modify the workshop program curricula; to add, update, and delete materials used; and to revise activities in response to client, market, and college needs. Third, **follow-up of program completers is conducted to determine job placement, educational advancement, and the general economic level of self-sufficiency the client achieved**. Fourth, clients are periodically asked about the effectiveness of their participation in collaborative activities sponsored jointly by local social service agencies and the Career Connection Program. The **goal is to coordinate and structure future activities** that continue to serve the clients best with the least duplication of services.

Another source of client assessment of programs and services is the frequent surveying of the student body. In addition to the student surveys referenced under core indicator one, and in preparation for the forthcoming NCA accreditation self-study, the College contracted with an external educational agency, the National Initiative for Leadership and Institutional **Effectiveness (NILIE) at North Carolina State University to conduct a Student Assessment of the College Environment (SACE)**. The survey covered five areas: instructional services, student services, administrative & physical services, student focus, and social & cultural services. **Average scores for Jefferson students were above the norm on four out of the five categories, and the overall score was above the norm for all colleges sampled by NILIE.**

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## Mission VII: Community Development

### Core Indicator 12: Responsiveness to Community Needs

*MEASURE: No single statistic currently meets the intent of this indicator. The institution must engage in an ongoing process of: identifying the community needs and expectations, demonstrating that it is responsive to these needs and expectations by continuously improving and adapting its programs and services, and demonstrating that the constituency groups served are satisfied with and have benefited from these programs and services.*

**Status of Institutional Compliance:**

Responsiveness to community needs begins with the composition of the **six member Board of Trustees** and the **twenty-three member Foundation Board**. The Trustees exert a profound influence on the college's ability to be community-responsive through its statutory policy-making activities. The countywide representation of the elected Trustees ensures that the college administrators remain attuned to needs throughout the service delivery area. In like manner, countywide representation among the appointed members of the College's Foundation Board assures the comprehensiveness of foundation activities and the fair and equitable distribution of scholarship aid among our constituents. Moreover, for the 1997-98 academic year, the College currently has **26 Community Advisory Committees with 255 members** who provide ongoing advice and guidance for course offerings and curriculum content.

**The college is heavily involved with area schools**. The President and other Administrative Cabinet members attend and participate in the area school Administrators Council that meets monthly on our campus. The Tech Prep, School-To-Work, and Area Vocational School directors work directly with the faculty and administrative staff at participating schools. The college also hosts the county Counselors Association, and Early Childhood Educators for their regular meetings.

Antiquated facilities for the area vocational school have been prominently noted for several years. To resolve this problem, ground was broken during the spring of 1998 for **the construction of a new Area Vocational High School** to serve the eleven public high schools in the district. State funding for this project was endorsed by Governor Mel Carnahan and matching funds are being raised by the Foundation. When completed, the new area vocational school will dramatically increase classroom and shop space for students and promote quality skill training in critical vo-tech program areas.

Within the institution itself, a variety of activities assure that the pulse of the community is clearly felt. The Director of Career Planning and Placement coordinates an internal institutional scanning activity called the **Employer Discussion Group.** This group consists of Jefferson College faculty and staff -- although the meetings are open to all interested parties -- who have knowledge and contact with area employers. The group meets twice a semester in the Career Services Center to discuss and share information about the local economy that may impact training and placement of graduates. Community business representatives have also attended the meetings to advise us of job



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openings and learn more about the training programs offered at Jefferson College. The information garnered from these meetings is a valued tool for planning the institution's responses to employer needs. Fall and spring Career Fairs bring a variety of employers to campus to recruit as well as inform students about career opportunities.

The **Office of Extended and Nontraditional Learning regularly meets and confers with community agencies to identify community needs and to provide appropriate and timely services**. Jane Kost, Dean of Extended and Nontraditional Learning, reports that the office provides services with and for:

- Employment Security
- Community Forum
- Division of Family Services
- Fenton/Arnold Chambers of Commerce
- University of Missouri Extension
- Jefferson County Community Partnership
- COMTREA
- Office of Job Training
- Community Action
- American Institute of Banking
- Fraternal and Civic Organizations
- County and City Governments

Furthermore, every countywide mailing of the *Jefferson College Continuing Education Schedule* **contains a return response form** to elicit the needs and suggestions of our constituents for services and course offerings. Prospective teachers are also invited to submit their ideas for new continuing education courses. Lastly, all continuing education courses offered on campus and throughout the community **utilize participant evaluation surveys** whereby comments related to course and instructor quality and suggestions for additional offerings are obtained.

**The Business & Technology Center**, which functions within the Vocational Technical division of the College, engages in the design and implementation of customized training services for area business and industry. The Business & Technology Center enjoys a collaborative relationship with the Missouri Department of Economic Development, the Jefferson County Economic Development Corporation, and the St. Louis University Small Business Development Center. By providing state-of-the-art and on-going business support, companies can improve efficiency, become more productive, and continue to grow, compete, and prosper. To date (September 1995 - April 1998), **training programs have been provided for 19 companies and 2,293 employees totaling $1,439,708 in training contracts**.

Moreover, the **Business & Technology Center Advisory Group** meets every month. The group consists of college faculty and staff who interact with the business community to **identify the extent of current resources** for initiating services to business and industry; to **identify the resources that will be needed for future training endeavors**; and to **strengthen the partnership between business and industry and Jefferson College**.

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Linkages have been established with all the local **Chambers of Commerce, Optimist, Kiwanis, Lions, and Rotary Clubs**. It should be noted that Professor Bob Johnson has also served in local and national leadership roles in Kiwanis for a number of years. Furthermore, faculty and staff members occupy leadership roles in area **churches, Boy Scouts, Girl Scouts, youth sports, parent and teacher organizations, labor councils, political parties, school boards, health and human services boards**, and many other civic organizations.

Of the 200,000 plus visitors to the College annually, many are noteworthy community groups and organizations that include college representation and/or utilize the college facilities on a regular basis. Among them are:

- Jefferson County School Counselor Association
- The Regional Chapter of the National Coalition for Campus Childcare
- Jefferson County Area School Superintendents and Administrators
- Highway 21 MTIA non-technical focus group and Task Force
- Jefferson County Disability Resource Association
- Municipalities and Not-For-Profit Organizations – College officials regularly respond to requests for technical research assistance from local units of government, and organizations.

**The college sponsors or hosts writing-contests, music contests, ethnic festivals, department specific activities (math days and art exhibitions, etc.), Mastodon Park Art/Science Fair, Retired Teachers Association, and AARP projects/events**.

Finally, in addition to academic instruction, **the College television station, JCTV Cable Channel 13**, provides information on college and local events as well as specially designed forums for candidates seeking public office, public affairs services, and local sports broadcasts.

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**Core Indicator 13: Participation Rate in Service Area**

*MEASURE: The proportion of the total population aged 17 or over residing in the designated service area of the community college, participating in at least one organized activity (course, program, service, event, etc.) sponsored by the college in the past year.*

**Status of Institutional Compliance:**

According to the 1990 U.S. Census[1], the population of Jefferson County was 171,380 of which 123,008 (71.8%) were 17 years of age or older. Further, the educational attainment of persons 18 or older with high school only was 45,663, and an additional 23,828 have acquired some college education but no degree. Therefore, a baseline pool of potential students for credit courses is estimated at 69,491. During the fiscal year 1997-98 there was an unduplicated headcount of 5,157 students enrolled in credit courses at Jefferson College. **This figure represents a 7.4% participation rate in credit courses from the potential pool of students,** slightly higher than in the previous year.

One of the first points of contact for students who enroll for credit courses is the Assessment Center, and this service area provides an example of the magnitude of services provided to students. Last year, it is estimated that the **Assessment Center provided 34,439 testing and survey scanning services for students and faculty**. Placement testing alone accounted for 7,566 units of service. Moreover, a total of 1,341 accommodations for special needs students were provided. In the Learning Center, 701 students enrolled for coursework at both the Arnold and Hillsboro campuses and 183 students availed themselves to the peer tutoring services.

The baseline pool of potential students for continuing education is the 123,008 persons who are 17 years of age or older. The enrollment for continuing education courses for the 1996-97 school year was approximately 5,000. **This translates into a participation rate of 4.1% in continuing education courses**. It should be noted that a sizable number of the enrollments in continuing education are under 17 years of age, but the institution does not routinely collect birthdate information for continuing education participants.

Adult Basic Education prepares non-high school degreed adults for the high school equivalency exam (i.e., the G.E.D. exam). In Jefferson County, 28.2% of the population 18 years of age or older does not have a high school degree. Therefore, the potential baseline pool of ABE participants is 33,974. For the school year 1995-96, **Adult Basic Education enrollment was 756 resulting in a participation rate of 2.2%. For the school districts served by ABE, the participation rate was 5.9%.**

[1] Urban Information Center, University of Missouri St. Louis, STF3 Tables P13 and P60 for Jefferson County.



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Although the participation rates mentioned above are impressive, they do not represent the full spectrum of community participation with Jefferson College. Many community groups utilize the college's facilities for meetings, seminars, and other activities. The College also sponsors many conferences, workshops, etc., and makes the college facilities available to community residents throughout the year. A sampling of these other activities follows.

**Outside Organizations Using Jefferson College Facilities, Jan. 1997 - Jan. 1998**
(Provided by Lynn McLafferty, Administrative Assistant, Finance & Administration)

Family Services
Amateur Radio Operators
Missouri National Education Association District
Special Services Cooperative
Hillsboro School District
Jefferson County Horticultural Study Group
Jefferson County Habitat for Humanity
Jefferson County Superintendents Meeting
Jefferson County Writer's Guild
Pony Bird Home
Girl Scouts
Jefferson Franklin Community Action
Astronomical Society
Highway 21 Taskforce
Jefferson County Republicans Club
Jefferson County District Missouri State Teachers Association
Phi Delta Kappa
University of Missouri St. Louis
Department of Elementary & Secondary Education
Cub Scouts
Jefferson County Elementary School Principals
Hillsboro Chamber of Commerce
Mid-County Church of Christ
University of Missouri Extension
Missouri Department of Conservation
Grandview School District
Delta Kappa Gamma Alpha
Jefferson County Health Department
Jefferson County Garden Club
Jefferson County Retired Teachers Association
Jefferson County Gifted Association
House Springs Congregation of Jehovah's Witness
Jefferson County Association of School Nurses
Jefferson County Heritage & Landmark Society



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Jefferson County National Education Association
DeSoto School District
Mastodon Regional Art/Science Fair
Mercy Hospice Inc.
Jefferson County Growth & Development Association
South East Missouri State University
Missouri Rural Letter Carriers
Jefferson County Soil & Water Conservation District
Daughters of the American Revolution
JOIN-N Alliance Task Force
Central School District
Veterans Memorial Committee
Dance Steps Studio
Farmington School District
Ste. Genevieve School District
Valle School District
Crystal City School District
Gloria Dietrich Dance Studio
Mothers Again Drunk Driving
Briarwood Action Association
Jefferson County Prosecuting Attorney's Office
Good Shepherd School
East-West Gateway Coordinating Council
Family Preservation Planning
Comtrea Inc.
Raintree Property Owners Association
St. Louis 2004
Hillsboro Lions Club
National Council Drug & Alcohol Abuse
Missouri Baptist College
Law Enforcement Board of Governors
Iris Society
Community Forum
Family Violence Council

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